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ABSTRACT

This document contains the final report of a study conducted to test the feasibility of developing and implementing instructional modules--for adults in Adult Basic Education and English as a Second Language--based on information about text processing demands and task difficulty gleaned from past national adult literacy surveys. Another objective was to test the relationship between the modules and subsequent score gains on the Test of Applied Literacy Skills. Thirty-four lessons were developed in the two modules; the students who were taught with the lessons improved more than the control group. The study concluded that literacy programs can use information about cognitive tasks discovered in adult literacy surveys to improve their instructional programs. Following the 13-page report are the lesson plans that were developed. The lesson sequence by group is outlined. Each module has the following parts: lesson segment (focusing, presenting, following up, applying, evaluating), activities for each segment, material needed, and time length when applicable. (YLB)

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ED 373 155

National Institute For Literacy

Cognitive Skills-Based Instruction and Assessment Project

Final Report

1994

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Cognitive Skills-Based Instruction and Assessment Project
National Institute For Literacy

Final Report

I. Introduction [1]

The purpose of this study was to test the feasibility of developing and implementing instructional modules -- to adults in Adult Basic Education (ABE) and English as a Second Language (ESL) classrooms -- based on information about text processing demands and task difficulty gleaned from past national adult literacy surveys. Three national adult literacy surveys conducted by the Educational Testing Service (Kirsch, et al., 1986, 1992, 1993)[2] provided information on the types of cognitive skills associated with the different levels of achievement from three literacy scales: prose, document, quantitative. Based on a review of the cognitive skills, instructional lessons were packaged into two thematic (prose and documents) modules and implemented in 4 ABE and 3 ESL classrooms.

One major objective of this project was to test the relationship between these instructional modules and subsequent gain scores on the Test of Applied Literacy Skills (TALS) -- a test born out of the Kirsch et al studies mentioned above.

A secondary objective of the study was to determine if the instructional lessons could be developed and implemented within the current course offerings and instructional schedules existing in the Los Angeles Unified School District (LAUSD); and whether the cognitive skills identified by the curriculum committee showed promise for teaching both ABE and ESL adult learners, and ultimately, improving their literacy skills.

II. Methodology

This study represented three major phases: 1) curriculum development, 2) instruction, and 3) data gathering and analyses.

1. Curriculum Development

Curriculum Committee. A curriculum committee was selected based on recommendations from the LAUSD's Director of Educational Options and Support Services. Initially there were four members, then one member took a full-time position outside the district leaving three members. The three committee members met on several occasions (schedule included in Mid-Year Report) to prepare for the instructional development tasks. First, the committee needed to be well versed on the nature of the Test of Applied Literacy Skills (TALS). Initial sessions were devoted to examining the prose, document, and

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[1] *The Final Report will briefly discuss the rationale for the study and methodology. A more detailed explanation of these components can be found in the Mid-Year Report. The Final Report will discuss the results and implications for practitioners.*

[2] *Kirsch et al. (1986) Literacy: Profiles of America's Young Adults. Educational Testing Service. Princeton, New Jersey. Report No. 16-PL-02.; Kirsch et al., (1992) Beyond the School Doors. Educational Testing Service. U.S. Department of Labor Employment & Training Administration; Kirsch et al., (1993) Adult Literacy in America: A first Look at the Results of the National Adult Literacy Survey. Educational Testing Service. U.S. Department of Education.*

quantitative components of literacy as defined by the research and assessments conducted by the Educational Testing Service. Findings from these major studies were presented to the committee members.

Specifically, results from these studies were reviewed relative to the types of tasks associate with different literacy levels. Additionally, related work conducted in Mississippi identifying cognitive tasks associated with the Test of Applied Literacy Skills (TALS) was examined. Further, developmental work conducted at ETS (Princeton) in interactive video instruction for document literacy tasks was shared with the curriculum committee. Finally, prose, document, and quantitative workbooks published by Simon & Schuster were distributed to committee members and analyzed for their relevancy to this study.

In sum, a careful review of related efforts at developing a curriculum related to these past adult literacy assessments was conducted. Information gathered from these various sources -- although different from each other -- when considered as a whole -- provided valuable information for developing this project's curriculum intervention.

Developing Modules. Once the preliminary background sessions were completed, the development of the modules began. It was decided that only two of the three literacy areas identified in previous studies would be used in this study. This was done for several reasons. First, the time available for instruction totalled 40 hours or 10 weeks. Second, the difficulty level of quantitative literacy tasks made committee members feel that we should start with the two easier areas. Finally, other efforts in the document and prose scales were under way and provided suggestions on how to proceed or identified areas of concern. However, to our knowledge, there were no structured (paper-pencil) instructional modules associated with the tasks related to the ETS assessments, nonetheless, much could be learn from previous initial curriculum efforts in this area. Two major modules were developed for the prose and document literacy domains. The prose module contained 22 lessons and the document module contained 12 lessons for a total of 34 lessons.

Important to the developmental process was to get a better understanding of the teaching environment in the classrooms to be used for the study. With this in mind, an initial survey was sent out to all potential "study" teachers to determine the types of activities and schedules they were currently using. Project staff had to determine the initial parameters of the modules; how long they would last, and the type of content they would cover, and materials used.

Based on this information, a *Lesson Plan Structure* was identified. Each lesson was structured into five segments: 1) focusing, 2) presenting, 3) following-up, 4) applying, and 5) evaluating. Each segment is briefly described below.

SEGMENT 1. FOCUSING: In this section learners focus in on the topic or idea of the lesson being presented by linking their past experiences with concepts to be covered in the lesson.

SEGMENT 2. PRESENTING: In this section the teacher presents the actual lesson. Activities that the teacher is to do are outlined here. This section has prompts for the teacher.

SEGMENT 3. FOLLOWING-UP: This section is an extension to the *presenting* section. It continues the lesson with teachers providing learners additional practice with the concepts presented in the previous segment.

SEGMENT 4. APPLYING: This section allows the learner to apply their knowledge by completing worksheets related to the concepts taught earlier.

SEGMENT 5. EVALUATING: In this section, learners respond to the evaluation *feedback form*. This form asks the learner about the difficulty and relevancy of the lesson.

The *Lesson Plan Structure* also identifies the materials necessary to implement the instruction segment. These materials are included in the packaged module. Finally, the *Lesson Plan Structure* indicates the amount of time the teacher should spend on each segment. This assists the teacher in pacing instruction.

In addition to the *Lesson Plan Structure*, the modules package also contains the materials needed to carry out the lesson. These materials include:

* the worksheets (usually 1 or 2)

* the Student Evaluation Form; which is located behind the last worksheet

* transparencies (located in a separate file folder)

* cassettes (1 module only)

* markers to use with transparencies

* reading materials, stories, tables, etc., used in the lesson

All of these materials were included in a prepackaged Banker's BOX and delivered to all teachers in the treatment group. The modules were placed in a sequence that teachers were to follow. A Module Master List was taped to the box in the event that the modules got placed out of order.

After the Lesson Plan Structure was developed, topics for the prose and document literacy modules were selected. The categories for the prose lessons are presented in Table 1

Table 1

Lesson Topics by Module Type	
PROSE MODULE	**DOCUMENT MODULE**
short stories *textbooks* *newspapers* *reference materials* *magazines* *brochures* *poems*	*simple lists* *combined lists* *intersecting lists* *nested lists* *pie charts* *bar charts* *line charts* *forms*

Curriculum committee members were asked to identify materials that -- based on their experience in the classroom -- adults in the ABE and ESL programs would likely come into contact with in their daily lives. Based on these observations and the initial teacher classroom practices survey, materials were identified for the modules. Materials related to each prose and document literacy area were selected. When materials were selected, committee members began fitting the materials and lesson activities into the *Lesson Plan Structure* outlined above. Once in draft form, the committee members brought lessons to the project meetings and shared them with other Curriculum Committee members and project staff for input and comments. Each lesson went through this revision process until all were completed.

2. Instruction

The instructional phase of the study included teacher training, module implementation, and classroom record keeping.

Pre and post testing and administration of learner background questionnaires, while taking place in the classroom, are discussed later in this report in the *data gathering and analyses* section.

Teacher Training. The modules represent a different way to teach adult learners. For example, each lesson deals with a specific "real-life" text processing situation e.g., reading a table, schedule, etc.. Further, each lesson includes "real" text samples e.g., newspaper, magazine, almanac, as teaching materials. As such, treatment teachers needed to be trained on how to implement the lessons. All treatment teachers were provided a one-day training on teaching the modules. The training covered implementation of the modules, pacing, integrating materials, and maintaining the instructional LOG.

Implementing Modules. Before instruction began, classrooms were sampled to identify the treatment and comparison classrooms; pretesting of adults took place; and learner background questionnaires were administered to participants. These activities will be discussed in the Data Gathering and Analysis section of this report.

There were 14 classes included in the study. Seven were control group and seven were treatment. Six classes were predominantly advanced ESL and eight were predominantly ABE. The increased numbers for the ABE classes were done to provide for more ABE learners since these classes typically have low enrollments.

Initial class sizes from registration and/or teacher sources indicated that the ESL classes were indeed larger than the ABE classes. Table 2 summarizes the nature of the treatment and control classes.

Table 2

Nature of Treatment and Control Classrooms

	TREATMENT		CONTROL	
	Class No.	**No. Students**	**Class No.**	**No. Students**
ESL Classes	*class 1*	*55*	*class 1*	*55*
	class 2	*55*	*class 2*	*55*
	class 3	*55*	*class 3*	*55*
	Class No.	**No. Students**	**Class No.**	**No. Students**
ABE Classes	*class 1*	*25*	*class 1*	*25*
	class 2	*15*	*class 2*	*20*
	class 3	*15*	*class 3*	*15*
	class 4	*30*	*class 4*	*15*
	Note: *Classes 1,2,3 had same treatment & control teacher.*			

The configuration for the ABE treatment and control groups was different than that of the ESL group. The ESL classrooms each had one treatment and one control teacher. However, the ABE classrooms were configured differently. Since teachers in the ABE program taught back-to-back classes for longer periods of time, and since there were relatively fewer classes to choose from, each ABE teacher selected one class for treatment and one class for control. There are pros and cons to this type of design.

This design is acceptable in that one can control for "teacher effects." Secondly, by sampling from the same school or center, one draws from the same community thus controlling somewhat for neighborhood and/or "background effects. One problem with this design is that the teacher might teach the treatment materials to the control group (which they were instructed not to do),and secondly, not being familiar with the new treatment materials (modules) might not teach as effectively if the materials

were more familiar. Nonetheless, the reality of the ABE context (i.e., class size) made this design acceptable.

Instructors for the treatment group were provided with the pre-packaged self-contained modules delivered in three sets. All modules were self-contained in that all necessary duplications of handouts, transparencies, activity sheets and evaluations were included in the packaged module. Sets of 10 modules were packaged in banker's boxes and delivered to the appropriate treatment classroom teacher. Once these ten modules were completed, another ten were delivered until all 34 lessons were delivered to the teacher. Overhead projectors were provided by the ABE and ESL programs. Instruction lasted for 10 weeks.

Both ESL and ABE treatment group instructors were to teach one module per class session. Each module lasted around one hour. The implementation of the modules and lessons were the key to the treatment group intervention. To determine the extent to which the lessons were implemented, and the extent to which other materials or subjects were taught along side the modules, teachers were asked to maintain a curriculum LOG, which is described in the next section.

Classroom Record Keeping: Curriculum Logs. The purpose of the study was to determine if lessons based on text-processing skills associated with national studies/surveys would improve the literacy levels of adult ESL and ABE students. To determine this, instructional lessons related to the text-processing demands, associated materials and contexts were developed for classroom use. Research staff needed to determine, however, to what extent the study modules were being implemented and to what extent "other" instruction was being provided in the treatment classrooms. Further, staff needed to know what type of instruction was taking place in the comparison classrooms as well. Therefore, to get a better understanding of the instructional process for both the treatment and comparison groups, teachers were asked to maintain a curriculum LOG describing each of their class sessions.

The treatment group curriculum LOGs asked the teacher to indicate the extent to which each segment of the lesson plan was implemented for each (all 34 lessons) lesson; if other activities related to the lesson took place; whether other materials were used that related to the lesson; and, the extent that other activities and materials not related to the lesson were used during the class time. Finally, a general *comments* section was included.

The comparison group curriculum LOGs consisted of a weekly lesson plan that asked the teacher to describe -- on a daily basis -- the theme and/or activity for the day and the materials used.

3. Data Gathering and Analyses[3]

Sampling. Care was taken to ensure that the teachers were evenly divided between the treatment and comparison groups relative to teaching experience. A teacher questionnaire was developed (described earlier) to assist project staff in identifying and selecting comparison and treatment teachers and classrooms. Background information including teaching experience and subject matter taught were taken into consideration.

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[3] *Testing schedules and questionnaires used in this study are available in the Mid-Year Report.*

Based on these data and recommendations from the curriculum committee members, who in most cases knew of the teachers, comparison and treatment classrooms were selected.

Adults were selected to participate in this project if they attended one of the LAUSD's Adult Basic Education (ABE) or English as a Second Language (ESL) classes. In order to control for background variation to the extent possible, care was taken to select adults from the same geographic region and school. ABE and ESL classes were identified with the assistance of the LAUSD ABE staff.

Pretesting. All classrooms (treatment and comparison) were involved in the pre-testing phase. The Test of Applied Literacy Skills (TALS) PROSE Form A and DOCUMENTS Form A was administered to the adults. Additionally, the Test of Adult Basic Education (TABE) Level M Form 5 was administered as well.[4] The testing schedule is included in the Mid-Year Report.

Learner Background Questionnaire. A learner background questionnaire was also administered to determine the characteristics of the adults in each classroom. That is, the educational background of the adults, demographic characteristics, and so forth.

Post-testing. Sets of the TALS and TABE were prepared along with test administration instructions and testing schedule to the classrooms. The teachers administered the pre-tests to the students at the beginning of the instruction cycle. After the 12 week cycle, teachers administered the post-test PROSE Form B and DOCUMENTS Form B as well as the TABE Level M Form 6.

For both the pre and post testing phases of this study, make-up days were scheduled for those adults who were unable to be tested on consecutive sessions.

Scores from the TALS pre and post tests for prose and document scales were scored by two readers. Each reader scored several tests then traded scored tests to determine their reliabilities in scoring. Once raw scores were produced, they were matched to the conversion table available from the publisher to produce a scaled score.

Analyses. The analyses for this study represent three forms: 1) development of the curriculum, 2) implementing the curriculum, and 3) determining progress through the analysis of pre and post tests. The development phase is analyzed relative to the end product. That is, were the lessons (curriculum) indeed produced and made available to teachers. The second phase is analyzed relative to the level of implementation of the lessons. This phase examines the number of lessons implemented and the extent to which each lesson was completed. The curriculum LOGs served as the major data source for this analysis. The final phase examines the nature of progress that adults made *vis a vis* pre and post testing using the Test of Applied Literacy Skills (TALS) in the Prose and Document literacy areas.

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[4] *TABE results are not analyzed in this report.*

III. Results

1. Development of Modules

Thirty-four lessons representing the two Prose and Document modules were developed. The lesson plan structure with associated activity sheets, transparencies, and selected instructional materials were packaged and sent to each treatment classroom teacher. The curriculum committee developed the lessons and ETS (Pasadena) packaged them for the teachers. As Table 1 illustrates, the modules were successfully developed and packaged for the teachers to implement in their classrooms.

2. Implementation of Modules

To determine the extent to which the modules were implemented in the treatment classrooms, teachers were asked to maintain *curriculum LOGs* which were developed by the study research staff.

LOGs were received from 5 of the 7 treatment teachers.[5] Three teachers taught all 34 modules. One taught 24 of the 34, and one taught 15 of the 34. All but one teacher implemented every segment of the lesson plan.

Teachers made positive comments on 24 of the lessons. The *newspaper 2* lesson was the most popular. This lesson generated interest and responses from the students -- both advanced ESL and ABE. The lessons dealing with *textbooks* and *short stories* were also popular with the students. Teachers described students getting involved in the discussions, providing personal stories relating to the lesson, and generally showing interest. One student went out and bought a book relating to the story.

Lessons that taught about the different types of *lists* (simple, combined, intersecting, nested) people use in everyday life were well-received. Along this same line, lessons on *charts* were successful because they were "visual and simple to do." Teachers noted that students enjoyed the lessons and that they were easy to present. *Magazine* topics were also popular because of the students' familiarity with magazines, and because of the topics covered in the lessons.

Teachers also found some of the lessons difficult to implement because of time constraints, that is, they needed more time to carry out the lesson segments (i.e., focusing, presenting, evaluating). In some cases, idioms used were difficult for the ESL students. The reading levels of some of the handouts were difficult for some students, and skills such as inferential thinking, getting the main idea and drawing conclusions were difficult for some students.

Judging from the topics and formats of the lessons used in this study, it is clear that this type of instruction is different. However, to determine how different, staff needed to analyze the type of instruction provided adults in the comparison groups. Information from the *curriculum LOGs* and the curriculum committee members shed light on this aspect of instruction.

Generally, the comparison programs did a substantial amount of work in the areas of vocabulary, grammar, dictionary work, spelling, oral language exercises, synonyms, and antonyms. Tests were

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[5] *One ABE teacher experienced great difficulty in implementing the study lessons and generally in participating in the study. For all intent purposes, this class -- which was relatively small -- was deleted from the study.*

regularly given in some classrooms in spelling and vocabulary. Comparison classrooms provided instruction in reading "comprehension", however, it is not clear from the LOGs what this involved. In some cases, classrooms used commercially developed texts that included reading and writing skills as well as vocabulary and spelling tests.

An analysis of the comparison classroom LOGs demonstrates that the instruction provided is substantially different from the prose and document modules provided the treatment classrooms.

3. Improvements in Adult Literacy Progress

This section will review the results of the TALS pre-post testing conducted in the treatment and comparison groups. TALS test data will be presented for ESL and ABE classrooms separately. Only adults with matched scores (i.e., a pre and post test score for either the prose and document tests) were included in the analyses. A total of 160 ESL adults fit this criteria for the treatment group (81 documents & 79 prose); while 68 (41 documents & 27 prose) ESL adults fall into the comparison group. Fifty-eight (31 documents & 27 prose) ABE adults composed the treatment group while only 5 (2 documents & 3 prose) made up the comparison matched-group category. Needless to say, this latter group provided little useful information.

For the ESL classrooms, there were three treatment and three comparison classrooms. Changes in the pre and post test **median scaled scores** on the prose and document literacy tests are presented in Table 3. The data show that overall, the treatment group improved more than did the comparison group. For example, improvements ranged from 30 to 50 points on the document test and 40 to 50 points on the prose test.

Interestingly, classrooms 2 and 3 were considered high implementors of the lessons based on an analysis of the curriculum LOGs. They, in fact, improved slightly more than classroom 1 (range from 10 to 20 points), which did not implement the modules as thoroughly.

For the ABE classrooms, there were four treatments and four comparison groups. Changes in the pre and post test scores on the prose and document literacy tests for this group are also presented in Table 3. The data show that similar to the ESL results, treatment classes from 20 to 30 points in the assessments. However, in this case, there were too few cases in the comparison group to make reliable interpretations. Within the treatment group, changes in median scaled scores from pre to post testing were evident. Classroom 4 made the greatest gains 60 points in documents and 50 points in prose. This teacher was considered a conscientious implementer of the modules.

Table 3

Median Scaled Scores for Test of Applied Literacy Skills,
Prose and Document Literacy: Treatment and Comparison Groups

ESL

TREATMENT					COMPARISON				
Class	**Doc's Pre-Test**	**Doc's Post-Test**	**Prose Pre-Test**	**Prose Post-Test**	**Class**	**Doc's Pre-Test**	**Doc's Post-Test**	**Prose Pre-Test**	**Prose Post-Test**
1	240	270	240	280	1	230	240	220	230
2	220	260	210	260	2	210	220	190	200
3	210	260	220	270	3	260	280	240	260
Total Avg.	220	260	230	270	Total Avg.	230	250	220	240

ABE

TREATMENT					COMPARISON				
Class	**Doc's Pre-Test**	**Doc's Post-Test**	**Prose Pre-Test**	**Prose Post-Test**	**Class**	**Doc's Pre-Test**	**Doc's Post-Test**	**Prose Pre-Test**	**Prose Post-Test**
1	220	240	220	240	1	240	210	220	240
2	210	240	240	240	2	230	240	ND	ND
3	ND	ND	ND	ND	3	ND	ND	ND	ND
4	220	280	240	290	4	ND	ND	ND	ND
Total Avg.	220	270	240	270	Total Avg.	230	220	220	240

Generally, both treatment and comparison groups improved their scores over time, yet the treatment group improved by more, and within this group, those teachers who implemented the modules more thoroughly improved more than those who did not. The fact that the treatment group improved more relative to their pre test suggests that the intervention (i.e., lessons) could be partly responsible. The distinction between the instruction in the treatment and comparison group classrooms was determined to be evident. The reader is cautioned that the numbers of matched pairs in some ABE groups were too low to make comparisons or derive any meaning from the scores.

4. Caveats

The reader should understand that this study did experience some difficulties that should be kept in mind while interpreting the results. For example, there were sampling constraints in that "intact" classrooms were used. Sometimes there are internal biases or criteria in creating and/or organizing classrooms. Also, the ESL students ranged from level 4-6. The lower level learners had difficulty with some English concepts and vocabulary on both the lessons and tests used. In this case, language proficiency rather than English skills could have negatively effected the outcomes -- especially if the test "bottoms out" too high. At least one ABE classroom had scheduling difficulties and other problems thus resulting in very low implementation relative to testing and implementation of the modules. This situation reduced the overall total number of participants. Scheduling in general was complex -- some classrooms were only an hour long while others were two or more hours. This created a constraint on those classrooms that needed more time to complete the lessons -- which were intended to last one hour but in some cases took longer.

As described earlier in this report, some teachers represented both treatment and comparison groups. Even though they were instructed to separate their instructional program, there could have been instructional "slippage." Although means of scaled scores for prose and document tests between treatment and comparison groups were different, with treatment scores being higher, no statistical tests of significance were performed at this time. Finally, as with any major study of this kind, there is attrition, thus causing missing data. In some cases *curriculum LOGs* were not returned, or tests not administered because students left the program. This caused a problem with matched data -- which formed the basis of the pre-post test analyses.

IV. Discussion of Findings

The findings of this study are promising. First, this study found that instructional lessons that reflect the text-processing demands that adult learners come into contact with can be provided -- to both advanced ESL learners and ABE students. Secondly, lessons in this instructional format can be implemented in both ESL and ABE classrooms. These lessons can be of high-interest and informative to adults participating in these programs. Although adults in these programs usually receive grammar-based instruction and materials, they can adapt to new approaches when the interest level is high, and where topics and materials are relevant to their lives. As discussed earlier in this report, the majority of the lessons were well-received by adult participants.

The third issue addresses the impact that these lessons have on adult learners' literacy progress. This study used the Test of Applied Literacy Skills (TALS) to determine this. Apparently, judging from pre-post test results, this type of instruction can have a positive effect on adult literacy progress -- although tests of statistical significance were not conducted. Nonetheless, this finding is encouraging because it suggests that curriculum can be developed that mirrors the assessment process -- and instruction using this curriculum can improve literacy levels.

The curriculum lessons were developed to teach about the structure, purpose, and context of literacy tasks using everyday materials and situations (contexts). These everyday situations involve text-processing demands that can be taught using relevant and interesting materials. The first and second parts of this study -- developing and implementing these lessons -- found that this process is indeed possible. The third part of the study -- the assessment -- found that learners' scores from pre to post testing can improve as well with instruction in this area and possibly better than if using grammar-based approaches.

While keeping the caveats described above in mind, this study provides documentation that an instructional program can be developed that links skills and text-processing demands contained in a national assessment. And secondly, that instruction can improve learners' literacy levels *vis a vis* the national assessment; in this case scores on the TALS.

V. Implications of Findings for Improving Practice

This study was conceptualized to improve adult literacy practice. An issue in instruction at all levels of education is the linkage between assessment and curriculum. On too many occasions, programs test adults on one set of criteria, and teach another. Because of this mismatch, literacy growth is either unrealized or unexplainable -- that is, it cannot be related to instruction.

Another issue this study tried to resolve dealt with materials used in adult literacy classes. Could materials be developed that related to adults' experiences, text-processing demands, and interests, and still be cognitively demanding? On this note, results show that adults enjoyed many of the lessons provided them while they learned new concepts. Probably most encouraging about the materials issue is that the content of the lessons can be interchangeable. For example, the bus schedule or menu one uses to teach columns and rows, and intersecting lists could come from the learner's neighborhood. Short stories could come from various cultural writings -- its the underlying cognitive skills that are important. It is the text processing demands associated with literacy tasks that need to be taught -- the content can be locally developed.

The question now becomes, how do we teach text structure, not what text do we use. How do we teach adults to understand the purpose of any given task relative to its context? This study shows that these issues can be addressed in instructional lessons. And while adult educators can probably think of additional ways to bring this concept across, this study at least shows that others ways are possible and probably needed to serve different contexts.

Adult literacy programs can develop their own curriculums that teach content, structure, and purpose. Within these categories, practitioners need to identify the underlying cognitive skills and/or text processing demands associated with the different difficulty levels. The national adult literacy assessments described earlier in this report have identified the various skills associated with the different prose and document levels. Some of these skills involve simple matching of information while the more difficult levels require integrating or synthesizing information. By using instructional lessons tied to these skills, local programs can compare their assessment results with those of the nation or in some cases with those of the state or some special population (i.e., prison)

In sum, adult literacy programs can use the information from this study to begin to develop lessons and curriculum that relate to their specific situation incorporating materials and contexts that are relevant to their learners. In doing so, programs can identify text-processing demands that are most problematic for their learner populations and teach them in a sequential manner. By emphasizing the structure and purpose of various literacy-related tasks in the lessons, programs can choose the content areas important to their learners. These three components -- structure, content and purpose -- will teach adults the skills that researchers have identified as being tied to difficulty of tasks in large-scale adult literacy assessments. By teaching these skills, local programs would be taking major steps in integrating curriculum and assessment -- and because of this match, literacy improvement can be realized and explained.

APPENDIX

Cognitive Skills-Based Lessons for Second and Third Instructional Phases

Lesson Sequence Form

Group 1:
- Short Stories 1, Prose
- Reference Materials 1, Prose
- Simple Lists 1, Document
- Newspaper 1, Prose
- Pie Charts 1, Document
- Magazines 1, Prose
- Short Stories 2, Prose
- Simple Lists 2, Document
- Reference Materials 2, Prose
- Short Stories 3, Prose
- Forms 1, Document
- Brochures 1, Prose

Group 2:
- Magazines 2, Prose
- Combined Lists 1, Document
- Newspaper 2, Prose
- Text Books 1, Prose
- Forms 2, Document
- Short Stories 4, Prose
- Poems 1, Prose
- Intersecting Lists 1, Document
- Text Books 2, Prose
- Newspaper 3, Prose
- Bar Charts 1, Document
- Reference Materials 3, Prose

Group 3:
- Newspaper 4, Prose
- Intersecting Lists 2, Document
- Text Books 3, Prose
- Short Stories 5, Prose
- Pie Charts 2, Document
- Magazines 3, Prose
- Text Books 4, Prose
- Nested Lists 1, Document
- Short Stories 6, Prose
- Line Graphs 1, Document

***NOTE**: Group 1 lessons included in Mid-Year Report*

Prose Module: Magazine 2

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Focusing	• Today we are going to look at a magazine article. - **What magazines do you read?** - **Why do you read them?** - **What kind of magazines are the most popular?** - **If a magazine is very popular, what kind of language do they use? (simple, conversational)** • Let's take a close look at the vocabulary and idioms used in the article today.		

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Presenting	• Today we have an article from a popular magazine called "People." - **Can you guess what the articles are about?** - **Which famous person do you think the articles could be about?** - **Who is the most famous person in magazines and tabloids internationally?** • Pass out article • Ask volunteers or chosen students to read aloud from beginning to the break before the last paragraph on pg. 73. - Discuss idioms and cultural references carefully. - Ask students to underline new words and, phrases. - Give meanings orally as you go along, but don't stop to write and ask the students not to write meanings until the reading portion is finished. • After reading and explaining, pass out **Worksheet 1**. Students will write words on worksheet. - Ask students to create a list of vocabulary words with you on the board. - Create one section for new words and one for idiomatic expressions. - Discuss modern idioms as opposed to more standard idioms.	• Article • Worksheet 1	

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Following Up	• Resume reading and explaining as before. - Discuss difference between American and English culture/language where appropriate. - Discuss reactions and opinions of reading. • Hand out **Worksheet 2**. Develop vocabulary and idioms non-sequentially and ask students to find words in text on **page 74**.	• Worksheet 2	
Applying	• Ask students to answer the questions in groups, pairs or individually, as time permits. • Review worksheet when most students finish.		
Evaluating	• Have students respond to written feedback prompts; collect feedback and completed worksheets; read and file.	• Feedback Forms	

Documents Module: Combined Lists

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Focusing	• Put transparency of Simple Lists Visual #1 on overhead projector and ask students what information might make the list more useful. Ask, for example, what additional information could be revealed if a column of the cities that correspond to the temperatures were added.	• Transparency of Simple Lists Visual #1	3-5 min.
Presenting	• Put transparency of Combined Lists Visual #1 on overhead projector and ask students how many lists they see. Have them name, circle, and point to the title of the combined list and the labels of each column of items. Have them find (locate) specific area codes. Then, have students locate specific cities, some of which may appear more than once in the list by circling them. • Ask students to connect information between the different columns of information by asking questions and giving tasks which require comparing and looking over (recycling) items within and across the lists--e.g., Put a check by the area codes listed for California? Ask how many area codes are listed between area code 501 and 701. Are all 50 states listed? Put an "X" by the states which have more than two area codes listed? Circle the cities listed. Give students a copy of Combined Lists Visual #1 for them to keep.	• Transparency of Combined Lists Visual #1 • Combined Lists Visual #1	15-20 min.

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Following Up	• Put a transparency of Combined Lists Visual #2 on the overhead projector and ask students to locate the title, column labels, and explanatory notes by pointing, and circling. • Then ask students to work individually as they respond to the tasks on Combined Lists Worksheet #1. Give students Combined Lists Visual #2 and Combined Lists Worksheet #1. • Instructor circulates to observe and assist individuals. • Put transparency of Combined Lists Visual #2 on overhead and lead discussion of Combined Lists Worksheet #1.	• Transparency of Combined Lists Visual #2 • Combined Lists Visual #2 • Combined Lists Worksheet #1	15-25 min.
Applying	• Have class work together quickly on the chalkboard to make a combined list of some students' names, their countries of origin, and their time in the United States. Other categories can be added if time permits. Have students ask each other a few questions which involve locating information, connecting and comparing information across the lists by looking through the lists again and again (recycling).		10-15 min.
Evaluating	• Have students respond to written feedback prompts; collect feedback and completed Worksheets; read and file.	• Feedback Forms	3-5 min.

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Focusing	• The newspaper and its many sections can be used not only as an information source, but also to enhance and teach certain skills • Tell students that they will use the newspaper to establish the order of details and learn sequencing skills.		2 minutes
Presenting	• Randomly display all pieces of Transparency 1 (T-1) so that they can be seen on the overhead. They should not be in the correct order of occurrence. • Ask students to look at the transparency pieces and decide which frame should be the first, second, third and so on until all six frames are arranged • Check the cartoon sequence key and note their accuracy. Acknowledge when the students have ordered it correctly. Prompt them with contextual clues such as: **Which picture is the title frame? (It has the title of the cartoon and the author's name; it usually comes first)** • Share with students that frames of a comic strip like the ideas in a paragraph must be in proper and logical order if their important ideas are to be understood. • Pass out Handout 1 and display T-2 • Have students read aloud the four (4) steps in "The Importance of Sequencing." After each step is read, the Instructor repeats it aloud before students proceed to the next step. • After all 4 steps are read, have students read silently the article on Ted Danson and Whoopi Goldberg. • Ask students to tell the details in their own words, and the Instructor begins to list the details in the space provided on the transparency. • Ask students if the details are in the same order in which they appeared in the paragraph. If not, ask them to say aloud which line should be first, second and so on. • Have a volunteer reread the paragraph aloud.	• *Transparency 1 (T-1), Comic Strip Boxes* • *Handout 1* • *Transparency 2 (T-2)*	23 minutes

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Following Up	• Students will work in pairs for this exercise. Assign a letter to each student, either "A" or "B". • Distribute the newspaper article Handout on Cesar Chavez and "The Importance of Sequencing" sheet to students. Ask them to read it silently. • Afterwards, have them follow the 4 steps on "The Importance of Sequencing" sheet. Partner "A" will do the writing and listing of details. Both will decide on the order of the details. partner "B" will reread the passage aloud. • Upon completion, review the list of details as a whole group.	• *Handout 2*	15 minutes
Applying	• Pass out the Worksheet and allow students to complete them individually.	• *Worksheet 1*	15 minutes
Evaluating	• Collect Worksheets. Review and file. • Distribute Student Feedback Form. Have them complete the forms and collect afterwards.	• *Feedback Forms*	5 minutes

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Focusing	• A section that appears consistently in every textbook is the Table of Contents. This lesson will focus specifically on exploring and using that section • Distribute Handouts 1A and 1B • Tell the students that these are copies of the Content page from several textbooks. The Instructor will guide them through the structure of each one.	• *Handouts 1A and 1B*	5 minutes
Presenting	• Instruct students to look at Handout #1A. Ask them to underline the title "Contents." • Ask them to note the Introduction and its page. Circle the page number. **How does this page number differ from the other page numbers?** • Ask how many sections are noted on this content page? **Can anyone name each section's title? (Listen for "Section One: Finding Details; Section Two: Establishing Sequence; Section Three: Finding Expressed Main Ideas.")** • Instruct Students to look at Handout 1b. Put an "X" next to the Table of Contents. • Ask students the name of the first entry under Contents. Affirm the correct answer as "Preface." • Ask what is the last entry on this Content page and its page number? (Listen for the correct answer as "Index, page 301.") Draw a box around the page number. • Ask the class to locate Chapter Three and share what that chapter talks about.		10 minutes

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Following Up	• Pass out the textbook lesson, Handout 2. • Ask students to work together in pairs. They will take turns reading aloud to each other. Each will take a turn reading one (1) paragraph to his or her partner then the other will pick up and read the next. Partners will alternate until the textbook reading is complete. • Have partners work together to answer the text review questions found at the bottom of the textbook reading. • As pairs of students finish, have them join with another pair. Ask them to review the questions and compare their answers. • Tell students to write their names on the top right-hand side of the handout. • Collect and review.	• *Handout 2*	15 minutes
Applying	• Distribute Worksheet 1. Ask students to work individually on this exercise. • After fifteen minutes call the whole group together. Display Transparency 1 (T-1) of Worksheet 1. • Conduct a group check. Read each question, listen and acknowledge the correct response, and write answers on the transparency.	• *Worksheet 1* • *Transparency (T-1)*	25 minutes
Evaluating	• Have students complete the Student Feedback Form. Collect, review, and file them.	• *Feedback Form*	5 minutes

Documents Module: Document Forms II

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Focusing	• Pass out the form called "1040A" to the students. • Ask students to look at it and then to share aloud any questions that they have. Encourage their questions with prompts such as: **a) What does 1040A stand for?** **b) Why are there different types of printing?** **c) Some spaces are bigger than other spaces.** **d) What do you mark in the boxes?** **e) What does a particular word mean?** This is not a time that the instructor nor students should feel prone to answer question, but rather to brainstorm out loud any questions that they have concerning this form. • Chart their questions.	• 1040A Forms	5 min.

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Presenting	• Share with students that this form like most forms has three (3) primary parts, and that most of their questions fall into one of these categories. They are questions concerning either a) structure, b) content, or c) purpose. • Questions concerning structure will focus on the way the form looks and how it is set up. • Have students take a blank piece of paper, fold it in , half, and at the top of the paper write in capital letters the word STRUCTURE. • Tell them to look at the questions that have been written on the board and together go through each one. Ask the class if it is a question asking about: a) how the form is set up, b) the type of lettering used or c) the lines, spaces or section? If so, then enumerate under the word STRUCTURE and have students write these questions down. • Questions that ask about the meaning of words, information to be filled in, and the types of marks made are content questions. • Have students write in bold capital letters on the paper, beneath the fold the word **CONTENT**.	• Blank Sheet of Paper	25 min.

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Presenting (Continued)	• Then with the class, scan the board for questions they may have come up with that concern content. List these questions under **CONTENT**. • Content questions ask about: a) the transfer of information from one place to another, e.g. from a brochure to the form or from one's memory to the form, b) specific vocabulary, or c) the meaning of a word within a certain context. • Ask students to turn their paper over and write in capital letters at the top **PURPOSE**. • Questions that address purpose will ask: a) what is it that the form asks the student to do, b) about directions, or c) what the form is for? • Have students scan the board and write on their paper those questions concerning purpose.		

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Following Up	• Pass out the 1040A brochures. • Have students work in pairs. • Begin now to address specific questions that students have that were generated earlier. Direct this following-up activity as a whole group with the students assisting each other in pairs. • Some answers to questions may be group knowledge. Therefore, encourage the students to share orally. Other questions may require looking it up in the brochure. If so, direct the students there, with partners helping each other. • Continue, covering each section: STRUCTURE, CONTENT and PURPOSE.	• 1040A Brochures	15 min.
Applying	• Begin completing Form 1040A. Use the 1040A brochure to help. • Instructor circulates to observe and assist. • Students will take this piece home and if applicable, make use of it.		10 min.
Evaluating	• Remind students that some forms are harder to fill out than others. This usually depends on the Structure, Content and Purpose of the form. We have all experienced difficulties in completing forms, but it is not our fault. Some forms are not designed well. In cases where forms seem difficult, always retain the option to ask for help. • Have students complete written feedback forms.	• Feedback Forms	5 min.

Prose Module: Short Story 4

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Focusing	• Review with students some of the vocabulary to be found in the short story. • Pass out handout entitled "Short Story Vocabulary Review" and display Transparency #1 (T-1) • The instructor will pronounce the word and ask students to repeat it. Instructor will then read the definition. Ask students to think of an example for each word. As they do so, the instructor writes it on the overhead under the section titled "EXAMPLE". Use prompts to encourage examples, such as: "The old bus chugged along the highway."	• Short Story Vocabulary Review • Transparency #1 (T-1)	10 min.

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Presenting	• Distribute copies of the short story "The Silent Lobby." • Ask students to do the following: underline the title, circle the name of the author, and put an "X" to the right of the illustrator's name. Circulate to observe that students are on task. • Display Transparency #2 (T-2). Tell students that this is the work of the illustrator. Leave T-2 on display throughout the remaining PRESENTING and FOLLOWING-UP sections. • Read aloud to the students the first three (3) paragraphs of the story. Ask students to follow along while reading silently. • Ask them to turn to the last page and follow along silently as you read the last two (2) paragraphs aloud. • After reading these paragraphs, ask students to make an educated guess of what the story is about. Ask them further, what they think is going to happen in the story, and what facts or details make them think that this is going to happen? • Tell students that to draw conclusions based on facts, as they have done, is called Inference.	• Short Story "The Silent Lobby" • Transparency #2 (T-2)	10-12 min.

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Applying	• Have students scan the short story for vocabulary words that were defined in the FOCUSING section of the lesson. Tell students to circle the words as they find them. • Ask students to reflect on a time in their lives when they faced a difficult situation. - **What facts were involved?** - **What meaning did the experience hold for them?** - **What conclusions did they draw?** - **Are these conclusions similar to the ones inferred in "The Silent Lobby?"** - **How are they similar?** - **How do they differ?** • Allow this discussion to go on in the small group. Bring closure by asking the groups to share the conclusions that they arrived at with the whole group.		10-15 min.
Evaluating	• Have each student complete the Student Feedback Form. Collect and evaluate them.	• Feedback Form	5 min.

Prose Module: Poem

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Focusing	• What is a poem? - Discuss the appearance of a poem- **What does a poem look like?** - **What is different about a poem?** List student responses on the board. - **Do you know any poems?** - **Which ones?** - **Which poets do you know?** - **What language did they write in?** - **Are songs poems?** (yes; poems set to music) • Today let's look at some of the ideas we've just discussed in a group of examples that you might see again. Remember, all of the reading tests that you'll take will have some poems that you'll have to answer questions about.		

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Following Up	• Divide students into groups with four (4) students in each group. If the class has more than twenty-five (25) people, the groups may have up to six (6) students in them. • Ask one student to volunteer to be the recorder in each group and write the group responses to the short story on the Group Worksheet. Distribute one Group Worksheet per group. • Tell the students to read the short story "The Silent Lobby" silently, in its entirety. Start from the beginning. • Upon completion of the short story, have group members restate the facts from the story aloud. As facts are shared, have the group recorder list them. • When all facts of the story have been exhausted and are listed, have each group draw a conclusion based on these details and record them. • The instructor circulates during this group process period, assisting, guiding and affirming as needed.	• Group Worksheet	20-25 min.

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Presenting	• Set up overhead projector with TRANSPARENCY. Show Verse 1, covering remainder. • Let's look at a short poem by Christina Rossetti. It's one part of a poem, we call it a **verse**. Ask a volunteer to read the verse. Discuss vocabulary in ESL classes. Let me read the poem to you again and try to get a picture of what is happening. - **What do you see as you hear the words?** - **In real life can we see the wind?** - **What are the trees doing?** - **Do they really have heads that they can bow?** This is an example of imagination in poetry. (Write on board) Let's look more carefully: read verse again emphasizing rhyme. - **Does this sound different?** This is called rhyme. (Write on board) Rhyme is the same sound that is repeated. • This verse is an example of **imagination** because it gives us a different way of looking at everyday things. This verse is an example of **rhyme** because the words "I" and "by" repeat the same sound at the end of a line.	• Transparency of Poems	

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Presenting (Continued)	• Next, let's look at a famous English verse from the poem "The Highwayman." UNCOVER VERSE 2 OF TRANSPARENCY: DO NOT UNCOVER "THEME" Ask a volunteer to read. Read the poem again with drama. Discuss the vocabulary carefully. Write meanings on board. - **How is the wind described?** - **How is the moon described?** - **How is the road described?** - **What feelings do you get from these active descriptions?** - **What feeling do you think the poet wants you to have? (sight, sound, touch, taste, smell)** - **Who is riding?** - **What is that person riding, do you think?** - **In this verse, which seems more important, the wind, the moon and the road or the Highwayman?** - **What's the main idea of the verse?** What's the difference between the verse and the following statement: (UNCOVER TRANSPARENCY, BOTH VERSE 2 AND THEME) "The highwayman rode to an inn on a windy, moonlit night."		

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Presenting (Continued)	• Let's look at the structure of the verse: Read the poem again. - **Is the same sound repeated at the end of any lines?** - **What is this repetition of sound called? (rhyme)** UNCOVER VERSE 1 AND 2 SIMULTANEOUSLY What's the difference between the rhyme in the first poem and the rhyme in the second.		
Following Up	• Pass out Worksheet 1. Allow students to work individually. Assist the most confused first. • Review the Worksheets carefully. Have other students read poems aloud. File papers.	• Worksheet 1	
Applying	• Let's see how you can do with a poem on your own, like it would be on a test. Pass out Worksheet 2. Assist those who had the most trouble on the last worksheet. • Review the worksheet carefully. Ask a volunteer to read the first poem. Read the poem again for the students. Discuss the vocabulary words. Read student work, discussing rhyme and image. • File Sheets	• Worksheet 2	

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Evaluating	• Have students respond to written feedback prompts; collect feedback and completed worksheets; read and file.	• Feedback Forms	

Document Module: Intersecting Lists

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Focusing	• People regularly make use of lists. Through this lesson/exercise, students will begin to make a transference of cognitive applied learning to a specific contextual reference that may be familiar to them • Ask students what their favorite television show is. Chart responses. Ask them further, what day/night of the week does it come on and the time. Chart these responses as well.	• Blank Transparency #1	5 min.
Presenting	• Distribute T.V. guides to all students and ask them to locate their favorite show in the guide (prior to this lesson, the instructor may ask students to bring in a T.V. guide from home or that section from the newspaper). The instructor may need to provide for those who don't have. • Instructor circulates through the class assisting, monitoring, affirming and guiding where appropriate. If need indicates, have students work together. • At this time, direct the students attention to the overhead. Put up the *transparency* of Worksheet #1. Ask the following questions: -How many stations are their listed? -What are the time segments indicated? -What time and station does "60 Minutes" come on? -Name the movie that comes on at 8:00 o'clock on station USA? -What type of movie is it listed as? A drama, comedy, musical, or suspense?	• T.V. Guides • Transparency #2 of Worksheet #1	15 min.
Following Up	• Distribute copies of Worksheet #1 and Worksheet #2. • Allow students to work in small groups of 4 or 5. Within each group, assign a reader, recorder, and presenter. All must have equal input in researching answers. Instructor circulates throughout this entire process. • Bring small groups together for reporting purposes. Use group consensus to affirm appropriate answers. Instructor is to use the overhead to highlight answers given.	• Worksheet #1 • Worksheet #2 • Blank Transparency (T-3)	20 min.

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Applying	• Using their own T.V. guides, have students locate specified program times within a selected area/topic, e.g. sports shows on Sunday afternoon, children's programming for the week, educational programs, etc. • Instructor circulates to insure that students are on task • Upon completion of task, students will share their work with a partner. This pair-sharing serves as a peer evaluation.	• Television Log	15 min.
Evaluating	• Ask class to explain what they learned and how they felt about the lesson; take notes on their comments and file them in class file. • Have students respond to written feedback prompts; collect feedback, read, and file.	• Feedback Forms	5 min.

Prose Module: Textbook 2

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Focusing	• In these recessive times when jobs are difficult to come by and industry and business' are experiencing cut backs, more people are starting to assume greater responsibility for many basic types of home repairs. Some are looking to textbooks to show them how to "Do it themselves." Such is the basic textbook that we will take a look at today. • Ask students what type of plumbing problems have they experienced in the past and how did they solve them. Affirm and acknowledge their responses.		5 min.

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Presenting	• Pass out Handout #1 "Plumbing Emergencies", a chapter from a Do-It-Yourself textbook. • Direct their attention to the handout. Ask what two primary headings do they see under "Plumbing Emergencies." The two headings that they should note are: a) General recommendations and b) What to do in an emergency. • Have students put an "X" next to these two headings. • Have students scan the first paragraph under the heading "General Recommendations" for the sentence that reads, "Should problems occur, there are standard methods for dealing with them." (Instructor may read this line aloud.) Once located, ask students to underline it. • Next, direct their attention to the second paragraph. Have them locate the third sentence in that paragraph and underline it. Ask a student to read it aloud, "The first thing to do in an emergency at a fixture is to close its shutoff valve." • Locate the fifth paragraph under the "General Recommendations" heading. Find the first sentence and underline it. Ask one student in the class to read it aloud. The sentence begins "Close all shutoff valves by..." • Direct the class' attention to the heading, "What to do in an emergency."	• Handout #1	10 min.

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Presenting (Continued)	• Ask how many sections are diagramed under this heading. You may prompt the students by suggesting that they count the number of pictures that they see and by reading the names of the sections under the pictures (there are six sections.)		
Following Up	• Ask students to begin to read, at this time, having them skim for new vocabulary words. Instruct them to circle any that they have a problem with. • Circulate around the classroom assisting with the pronunciation of vocabulary words that students have circled and clarifying for word meanings.		15 min.

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Applying	• Using the Worksheet #1 (blank sheet), announce that students do the following: **a) Print their name in the top right hand corner.** **b) Fold the paper in half, width wise.** **c) Label the top half of the paper "General Recommendations."** **d) Copy the three underscored lines from Handout #1 on to this paper, e.g. The first line reads, "Should problems occur..."** • Beneath the fold write: "What to do in an emergency." • Instruct students to choose any two sections, from the six diagrammed, that they're interested in knowing how to repair themselves: **a) Pipe leaks** **b) Leak in wall** **c) Overflowing toilet tank** **d) Sluggish or stopped sink drain** **e) Scale-restricted supply pipes** **f) Overflowing dishwasher** • Have students write the name of the selected section on their paper. Carefully read that section. Underline the key line or lines that tell them exactly what to do to solve that problem; e.g., "Scale-restricted supply pipes," the solution here is to "Replace all affected pipes. Use brass pipe or copper tubing." • Circulate throughout the class assisting, guiding and clarifying as necessary.	• Worksheet #1 Blank Sheet	20-25 min.

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Applying (Continued)	• As students complete their work, have them compare it with another student's. • Collect the work. Review and file.		
Evaluating	• Distribute Student Feedback Form. Have students complete them then collect, review and file.	• Feedback Form	5 min.

Prose Module: Newspapers 3

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Focusing	• Today we are going to look at a different section of the newspaper and at a very popular kind of column. **Who knows what a newspaper column is?** **Which writers do you know who have a column?** **What kinds of subjects do they talk about?** • People use the newspaper for many purposes. **How do people use the newspaper to communicate?** What are these kinds of articles called (discuss editorials, letters to the editor, advice columns). **Has anyone ever written to the newspaper about any topic?** **Would you like to share what you wrote?** **If you had a problem, how could you use the newspaper to ask for an answer?** • Discuss the idea of an advice column and what it is. Ask if there are such columns in their local papers if they aren't from L.A.		

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Presenting	• Has anyone ever heard of Ann Landers or Dear Abby? What kind of column do they write? Discuss the kind of advice column that these sisters write. • Let me read one of the letters from Ann Landers' column to you. Listen carefully because I'm going to ask you questions about what I've read. (Read letter naturally, but not quickly) • Ask a series of questions to assess listening comprehension. **Who wrote the letter?** **Who is the letter about?** **What is the main problem?** **Why is the solution so difficult?** • Now let's read the story. Pass out **"Parents' Patience"** • Ask volunteers to read a paragraph each. Ask students to underline the vocabulary they don't understand. • List vocabulary on the board with meanings. Students may use lines provided under reading. • ***Tone (discuss the word "tone")*** - **How does the mother feel about her son-in-law?** - **Which words tell you how she feels?** - **When the mother uses the words "our darling daughter," what does this tell you about her attitude toward the girl?**	• "Parents' Patience"	

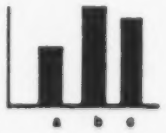
LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Presenting (Continued)	• ***Tone* (continued)** - **When the mother wants to say something, the daughter cries and begs.** - **What does this tell us about the daughter?** - **What does this tell us about the relationship between the mother and the daughter?** • ***Opinions*** - **What do you think should happen when two people get married?** - **What was the mother's original mistake?** - **What would you have done differently if you were the mother?** - **Why does the mother sign herself "trapped"?** - **Do you think the mother's husband should do something?** - **What do you think his position is?**		
Following Up	• Pass out **Worksheet 1** and ask students to answer the questions. • Walk around and help students to answer the questions. • Go over worksheet and ask as many individuals as time permits to respond. • Collect worksheets and file.	• Worksheet 1	

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Applying	• Hand out **Worksheet 2.** • Read to students or ask a volunteer to read. • Discuss vocabulary. Discuss the use of quotation marks around house guests. • Comprehension: - **What is Ann Landers' solution?** - **What kind of existence did she say the young couple has with the parents?** - **Did she mention the baby?** • Ask opinions: - **Does this sound like any of your suggestions?** - **Do you think Ann Landers gave good advice?** - **Do you think she could be wrong?** - **In what ways do you think she could be wrong?** - **Do you think the mother will follow the advice?** - **Do you think the young couple could find a new place to stay in 30 days?** • Ask students to answer the questions. • Review questions in class. • Collect and file worksheets.	• Worksheet 2	
Evaluating	• **Ask students to complete written feedback form--collect and file.**	• Feedback Form	

Documents Module: Bar Graphs

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Focusing	• Teacher states to the class that "There are two basic ways we find information visually. There are words, like the kind we read in books, and there are images, like pictures and signs. We are going to look at some common ways that newspapers, magazines, and textbooks give us information with special images. Note: *The following is a process. The activities may be accomplished verbatim or varied, but only thematically. Graphs and charts are a language that require progressive study. The following scenario assumes no prior knowledge of these forms by the students. Skip to Section 2 if you are certain everyone understands the component parts of graphs and charts.*		

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Presenting	SECTION 1 • Draw two bars on a horizontal line on the board similar to the one on the left. • Ask students to tell you what they think they are. Choose a response, boxes, for example, and ask another student how one box compares to another. **Yes, one box is taller, but how much taller? Do we know? How could we make it easier to tell how much taller one box is compared to the other?** Ask students how they would normally find out how much bigger something was if they were at home and they needed to know. If the response is "ruler," then draw a straight vertical line to the left of the boxes intersecting the horizontal. • **How tall is the biggest box? How tall is the smallest box?** Whatever the students respond in the majority, create divisions on that line that represent their response. If the students say the taller box is 12" high and the shorter box is 6" high, then write those figures on the left side of the vertical line. Ask another student to come up and create equal divisions based on the system they have chosen. • Ask a student to give the first box a name, letter or number value. Ask another student to name the next box in a similar fashion. Now you have the basis for questions.		

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Presenting (Continued) 	• Imagine students have assigned "a" and "b" to the smaller and larger boxes respectively. **Is box b on the left or right? (*locate*)** **Is box a taller than box b? (*compare*) How much taller is it?** **How tall is box a? (*connect*)** **How tall is box b?** • Ask a student to come up and draw a third box to the right of the rightmost box. **What shall we call this box? (box c, for example)** **How tall is box c? (*connect*)** **Which box is the tallest?** SECTION 2 • Draw a graph on the board similar to the one on the left. • Teacher states "A **horizontal** line is drawn from left to right." Choose a student and ask "Which one is it?" What objects are on the horizontal line?		

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Presenting (Continued)	• Teacher states "A vertical line is drawn from top to bottom." - **Why are there lines dividing this line?** - **Is there an object at school that is a line divided by other lines?** - **What do we do with a ruler?** - **Do you think this could be some kind of ruler?** - **What does it measure?** - **Would you like to name the unit of measurement?** Ask a student to come and write the units. • The picture we have drawn is called a **graph**. The boxes on the graph are called **bars**. **Bar graphs** generally look like the one we have drawn. • Turn off the overhead projector. Have students do Worksheet #1. Move among the students to help those who need the most help first. Try to assess the class in general to see if the next step, complex graphs, can be attempted before proceeding to that step. • Turn on the overhead projector and show the questions. Ask those students who are finished to come up and complete the questions until everyone is finished. Ask individual students to read and answer the questions.	• Worksheet #1	

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Following Up	SIMPLE GRAPHS • Teacher explains "Bar graphs are used to show changes at a glance. Let's look at one that has already been drawn and study it." • Teacher uses overhead projector to project "Daily Cost" bar graph covering questions. Move between asking the whole class on initial questions and individuals on review questions. • What is the subject of the bar graph? (If there is no response, teacher states, "Generally the subject is in the title of the graph usually in bold letters on the top or bottom of the graph. Here, the subject is...") On the vertical line at the left we have the units of measurement. - **What are the units of measurement in this graph?** - **What are the lowest and highest measures?** - **On the horizontal line we see what is being studied. In this case, what do the bars represent?** - **In 1976 we see that a hospital room cost over $80. How much did one cost in 1978? (*locate*)** - **Does the bar graph give us exact figures or only estimates? (*generate*)** - **Where was there the greatest jump in price, between 1978 and 1980 or between 1980 and 1982? (*integrate*)** - **In 1985, was the average cost of a semi-private hospital room more or less than $220? (*compare*)** - **Has the cost of a hospital room ever gone down from one year to the next? (*integrate*)**	• Transparency #1	

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Applying	COMPLEX GRAPHS • Turn on the overhead projector and cover questions. **Ask "Is there anything new in this graph?"** **What does the word *legend* mean?** Ask, but instantly say that a legend explains what the bars mean. Point and say "The white box means 1850, and the black box means 1900. Another word for legend is key. - **What is the title or subject of this bar graph?** - **What is the unit of measurement?** - **What are these units measuring?** - **On the horizontal line, what are being shown?** - **How many cities are shown?** - **What do the black bars represent?** - **What do the white bars represent?** - **Which city had the lowest population in 1850?** - **Which city had the highest population in 1900?** - **Which city had the greatest increase in population?** - **What was the population of Buffalo in 1900?** - **What is another word for legend?** • Turn off the overhead projector and distribute Worksheet #2.	• Worksheet #2 • Transparency #2	
Evaluating	• Ask students to complete written feedback form--collect and file.	• Feedback Forms	

Prose Module: Reference 3

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Focusing	• Ask students the following: **a) to tell what a dictionary is** **b) to describe what an encyclopedia does** **c) when was the last time that they used either of these resources?** • Share that these common resources are known as Reference Books. State that sometimes we have one or more of them in our homes or classroom, but that a wealth of reference materials can be found in the library.		5 min.

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Presenting	• Discuss the following: - **Reference books are arranged alphabetically for quick and easy access to the entries.** - **Each entry will contain an explanation, e.g. a dictionary will cite a definition, word history and usage guide.** - **They may contain diagrams, charts or pictures to explain an entry.** - **Reference works such as encyclopedias can have more than one volume, containing articles on many subjects.** - **Long entries are subdivided into sections with descriptive subheadings.** - **An example of a pictorial reference would be a bound collection of maps known as an Atlas.** • One type of reference book that is useful to have is a medical encyclopedia. It may include information regarding: - **common diseases and illnesses** - **frequently taken drugs** - **common tests and procedures** - **emergency first-aid techniques** - **a quick reference guide to varying aspects of health**		15 min.

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LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Following Up	• Pass out Handout #1. • Say the following: a) Locate the entry heading "burns" and underline it. b) Find the word "TYPES" in capital letters and bold print under the "Burns" heading. This is called a subheading or section. Put a check mark here. c) Look at the diagram next to the entry and circle the section called "Primary Causes of Fire and Burn Deaths, 1980" (encourage students to assist one another in locating.) d) Under this section, point to and name aloud the different types of causes, i.e. "House Fire" and "Fire, Other Buildings" (praise students by name when they respond accurately.) e) Turn to the second page and look at the picture. f) What is the name of the diagram (students are looking for the name "FIRST AID: Treating Burns".) g) What two categories are listed there? (Listen for the answers. "Minor and Major Burns." Praise students for the correct answers.)	• Handout #1	15 min.

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Applying	• Distribute Worksheet #1. Have students work together in pairs to complete them. • Instructor circulates through the class assisting, monitoring, affirming and guiding where appropriate. • Review worksheet with whole group if time permits. If not, collect, review and file them.	• Worksheet #1	20 min.
Evaluating	• Pass out Student Feedback Form. Allow time for completion then collect and file.	• Feedback Forms	5 min.

Prose Module: Newspapers 4

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Focusing	• Ask students if they know that newspapers often have articles about schools and education in general. Ask if anyone has read any news articles on schools or education lately--in any language--, and if so, what they were about.		3-5 min.

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Presenting	• Tell students that later in the lesson they will read an article about eduction but that they will preview it first. Ask students: - **What does it mean to preview an article in the newspaper?** - **What would they look for in previewing? e.g., the title, any subtitles, subheadings, capital letters, and bold print.** • Have the class decide on a possible title of a short article on education they might read or like to write; the article might be about something controversial in education in any country. Have a student write the title on a blank overhead transparency; have the student make the letters very bold. • Then have students decide on two or three subheadings or beginnings of key sentences (i.e. sentences that give especially important information) for the article. - Tell students that subheadings or beginnings of key sentences often give the answers to the questions Who? Where? When? & Why? - Then have students write the subheadings or beginnings of key sentences on the overhead in bold or capital letters. • Ask students to look at what they have written on the overhead and to decide if it would help a person decide if they want to read the article or not. If not, why not?	• Blank Overhead Transparency	10-15 min.

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
	• Turn off the overhead projector and place the transparency for Newspapers 4 Visual #1 on the overhead. Then ask students to look for the title of the article they will see on the overhead. Turn on the overhead projector for a split second, then turn it off. Have students individually write the title as they saw it then discuss it to see if there is agreement. If not, turn the overhead on and off, quickly. Do this until they reach agreement on the correct title.	• Transparency of Visual #1	10-15 min.
	• Lead a discussion of the title and what it means; i.e., have them discuss what they think the article will tell them. Have students discuss any unfamiliar vocabulary in the title.		
Following Up	• Now tell them to look for and individually write down any words in capital letters or bold print which begin sentences in the article when you turn on the overhead. Turn on the overhead for about 45 to 60 seconds.		
	- Have students discuss what they have written to see if there is agreement. If not, turn on the overhead for another 30 - 45 seconds. Continue the cycle of turning on and off the overhead followed by class discussion until there is agreement.		
	• Lead a brief discussion of which words were in bold capital letters, which were in bold lower case and what they can predict about the article from the title and the capitalized and bold words taken together.		

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Following Up	• Hand out Line Graph Worksheet #1. Circulate to help students who need assistance while challenging faster students with generative questions. • Review Transparency of Worksheet #1 on overhead projector.	• Worksheet #1 • Transparency of Worksheet #1	
Applying	• Hand out Line Graph Worksheet #2. Ask students to work quickly and try to finish in 10 minutes. • Review Transparency of Worksheet #2 on overhead projector.	• Worksheet #2 • Transparency of Worksheet #2	
Evaluating	• Have students respond to written feedback prompts; collect feedback and completed worksheets; read and file.	• Feedback Forms	

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Applying	• Give students copies of Newspapers 4 Visual #1 and Newspapers 4 Worksheet #1 and have students read the article and respond to the tasks on the worksheet. • Instructor circulates to observe and help individuals. • Instructor puts transparency of Newspapers 4 Visual #1 on overhead and leads discussion of the article and the worksheet.	• Visual #1 • Worksheet #1	20-30 min.
Evaluating	• Have students respond to written feedback prompts; collect feedback and completed worksheets; read and file.	• Feedback Forms	3-5 min.

Documents Module: Intersecting Lists II

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Focusing	• Ask students how many of them use computers at school, how many use (not necessarily their own) a computer at home, and how many use computers both a school and at home.		3-5 min.

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Presenting	• Put transparency of Intersecting Lists Visual #1 on overhead projector and ask students to notice what the list tells them about computer use in the United States. Have them locate and: **a) Circle the title of the list.** **b) Underline the labels of the columns.** **c) Double underline the explanation of how to interpret each number.** **d) Put a check mark to the left of the label for the rows.** • Ask questions and have students ask each other questions that require them to connect information in columns with information in rows and find their point of intersection. Sample questions include: - **How many public school students in grades 9 through 12 use computers at school?** - **How many private school students in grades K through 4 use computers at home?** - **What does the number 157 refer to?** • Ask and have students ask questions which require recycling and comparing. **e.g.,** - **Who uses computers least and where?** - **How many more public school than private school students use computers in schools?** - **Give students a copy of Intersecting Lists Visual #1 to keep.**	• Transparency of Intersecting Lists Visual #1 • Intersecting Lists Visual #1	15-20 min.

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Following Up	• Put transparency of Intersecting Lists Visual #2 on overhead and ask students to name the title, the column labels, and the row labels. • Ask students to work individually to respond to Intersecting Lists Worksheet #1. Give students Intersecting Lists Visual #2 to keep. • Give students Intersecting Lists Worksheet #1 for them to complete. • Instructor circulates to observe and assist individuals. • Put transparency of Intersecting Lists Visual #2 on overhead and lead discussion of Intersecting Lists Worksheet #1.	• Transparency of Intersecting Lists Visual #2 • Intersecting Lists Visual #2 • Intersecting Lists Worksheet #1	15-20 min.
Applying	• Put transparency of Intersecting Lists Visual #3 on overhead projector and ask which student has been in the United States the longest and who has been here the shortest. Then ask either one of the two students to write her/his name in one of the blank rows above "in USA." Tell students that the column headings represent years. Then have the first student put an "X" in the boxes which indicate her/his number of years in the United States, Los Angeles, and at Belmont Community Adult School, respectively. Have the second student do the same. • Ask students to name the headings and subheadings for the rows. Have them also decide on a title for the columns, e.g., "Years at Selected Locations" or "Brief Biographies" as the label for the columns.	• Transparency of Intersecting Lists Visual #3	10-15 min.

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Applying (Continued)	• Then the instructor darkens the boxes for the first student from the beginning of each subheaded row (e.g., "In USA") to the intersecting point of the row and the particular number of years for that row. The filled-in boxes will form an elongated box--i.e., [redacted] (See TEACHER AID FOR INTERSECTING LISTS 2 for an example). Then ask students which is easier to interpret, an intersecting list with X's in the boxes or one with the elongated boxes. Ask a couple of questions which require comparisons between the two students. **e.g.,** - **Which student has been in the United States longer?** - **How much longer?** - Tell them the information can be displayed either way and ask if they have seen both kinds of displays and where. - Tell them that the list with boxes are called bar graphs and can be displayed horizontally like this one or vertically; then turn the transparency sideways so the bars are vertical. • Give students a copy of Intersecting Lists Visual #3 to keep.	• Intersecting Lists 2 Teacher Aid • Intersecting Lists Visual #3 Shell for students	
Evaluating	• Have students respond to written feedback prompts; collect feedback and completed worksheets; read and file.	• Feedback Forms	3-5 min.

Prose Module: Textbooks 3

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Focusing	• Ask students what a textbook is. Guide them toward a general notion that it is a book used to study a subject or topic; i.e., a book that contains the basic ideas, concepts, or principles of a subject.		3-5 min.

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Presenting	• Ask students what information textbook titles can provide and to give examples. Then write a few titles on the blank transparency using the overhead projector such as the following: - English as a Second Language: Intermediate Level - An Introduction to Chemistry - A First Course in Algebra - Advanced Biology for Nurses -- Volume 2. These titles indicate not only the subject to be studied but the audience for which they were written; e.g., English as a Second Language: Intermediate Level is a text about English for those who do not speak it as a primary or native language; it also indicates that it is for people who have already learned elementary English. • Then have the class quickly make a list on the chalkboard of the different parts or sections of a textbook in the order they usually occur. If necessary, write "title page" to begin the lists. - Explain that not all textbooks have all the possible parts and that their order may also vary. However, tell them that certain parts tend to be located before the chapters or lessons while others usually follow; e.g., the title page, preface and table of contents are in the front and the appendix and index appear at the end.	• Blank Transparency #1	30-35 min.

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Presenting (Continued)	• Then place the transparencies of Textbooks 3 Visuals #1 - #7 on the overhead projector sequentially and lead a very brief discussion of each by asking questions such as: - **What is this part of a textbook called?** - **What is its purpose?** Have students locate a few bits of information on some visuals, e.g., the school where the author works and the purpose of the textbook. Below are the names and purposes of major parts of different textbooks: - **title page** (Textbook 3 Visual #1) has the name(s) of the author(s) and usually some information about the author(s), and the publisher's name and location(s) - **preface, forward or introduction** (Textbook 3 Visual #2)--for the teacher or the student--may explain how the book is organized, its purpose or how it should be used - **contents or table of contents** (Textbook 3 Visual #3) is a list of the major sections of the book and what page each section begins on	• Transparencies of Visuals #1 - #7 Visual #1 Visual #2 Visual #3	

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Presenting (Continued)	- **chapters, units, or lessons** of the book (no Visual)	No Visual	
	- **appendix** (Textbook 3 Visual #4) supplementary information such as lists, charts, graphs, and answer keys	Visual #4	
	- **glossary** (Textbook 3 Visual #5) a list of technical words used in the text and their definitions	Visual #5	
	- **reference** or **bibliography** (Textbook 3 Visual #6) is a list of books where some of the information in the textbook was taken from	Visual #6	
	- **index** (Textbook 3 Visual #7) an alphabetical list of important topics, terms, or names which are discussed in the text; the page number where you can find these important items is given	Visual #7	

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Following Up	• Explain that the chapters, units or lessons of a textbook are organized two ways: either chronologically or conceptually (according to topics). - **Ask student if they know the difference and to explain it if they do.** If not, you could explain that "chrono" means time (from the Greek word *chronos*) and that when added to the word "logic" it means "ordered according to time." - A textbook on the history of the world, for example, would probably be organized chronologically in order to tell the story of the world from the beginning to now. However, a textbook on english grammar for students of English as a Second Language would be organized according to different grammatical concepts or topics, e.g., verbs, sentences, and paragraphs. • Have students name different textbooks (e.g., from school courses they have taken) and state if the textbooks would be organized chronologically or conceptually; e.g., World Geography, General Science, & Algebra would be organized conceptually (topically), and A History of Algebra and Music History would be organized chronologically. - Tell students that when they take notes or study for classes they should do so in the same way the textbook or class is organized, i.e., either chronologically or conceptually.		10 minutes

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Applying	• Give students copies of Textbook 3 Worksheet #1 and have students respond to the tasks on the worksheet. • Instructor circulates to observe and help individuals. • Instructor puts transparency of Textbook 3 Worksheet #1 on overhead and leads discussion of the article and the worksheet.	• Worksheet #1 • Transparency of Textbooks 3 Worksheet #1	15 min.
Evaluating	• Have students respond to written feedback prompts; collect feedback and completed worksheets; read and file.	• Feedback Forms	3-5 min.

Prose Module: Short Story 5

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Focusing	• Discuss the title of the story: Freedom March - **What is a freedom march?** - **Have you ever been in a freedom march?** - **Who participated in freedom marches in the past?** - **What was the reason for the freedom march?** • Discuss the author: - **Has anyone ever heard of Dick Gregory?** - **Who was he?** Teacher Note: ESL students may not know that Mr. Gregory was a celebrity known for his stand-up comedy and acting. He was a famous political activist for civil rights and many other causes.		

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Presenting	• Hand-out the story. • Guided Reading: Emphasize meaning over vocabulary study. - Choose a student to read the title. - **What did we say a freedom march was?** - Ask a student to read the next line. - **What information does this line tell us?** - **What does *adapted* mean?** - **Who is the author?** - **What is the title of the book?** - **What does that word mean?** - **What does that word make you think of?** - **Why do you think the author chose that title for his book?** - Ask a student to read the dialogue (8 lines). - **Who is talking in the story?** - **Who is the "I?"** - **Do you think this is a real story that happened to the author?** - Ask another student to read the paragraph following the dialogue. - **What kind of character did the author describe?**	• Short Story 5 Handout #1	

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Presenting (Continued)	- Ask a student to read the last paragraph on page 89. - Ask about details: - **When does the story take place?** - **Where does it take place?** - **What famous person is mentioned?** - **Where is the author from?** - **What is a movement? a demonstration?** • **Discuss autobiographical stories** - Ask students to read the first paragraph on page 90 silently but to be thinking about the following question: - **What is the problem according to the author?** • When students finish, read the paragraph to them. Discuss vocabulary and answer the above question.		

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Following Up	• Hand out Worksheet #1. • Ask students to read the questions on Worksheet #1 Part 1. There are two questions for the remainder of page 90 and one for page 91. Allow time for reading and writing of short answers. • Review the questions quickly. • Ask a student to begin reading at the middle of page 91, "The police stopped us..." • Discuss vocabulary as appropriate. • Discuss characters as they appear (police, marchers, media) and their interactions and relationships with the author: - **Who is the enemy in the story?** - **Who are the good guys? What do they want?** - **Who are the observers?**	• Worksheet #1	

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Applying	• Ask volunteers to tell what the story is about. - **When did the story take place?** - **How has society changed since then?** - **What feelings do you have for the policeman who drove the author back?** - **How were his actions different with the other policemen than when he was alone with the author?** - **How can you tell that the author is a comedian? (Read the "tip" scene)** • Ask students to answer the questions on Part 2 of the worksheet. Review if time permits.		
Evaluating	• Have students respond to written feedback prompt; collect feedback and completed worksheets; read and file.	• Feedback Forms	

Documents Module: Pie Charts 2

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Focusing	• Ask students if they have ever seen a pie chart before. - **Where have you seen one?** - **Do you remember what kind of information the chart showed?** - **Do you remember when we made a pie chart in the class?** - **What did it show?** • Today we are going to look at pie charts that are in books and newspapers.		
Presenting	• Put transparency of Pie Charts (T-1) on the overhead projector. Ask individuals to answer as well as the entire class. - **What is energy?** - **Do you think that we're looking at all those forms of energy listed here?** - **What does the pie consist of? (*locate*)** - **Can you name a country in each of these areas?** - **Which area uses the most energy? (*compare*)** - **Which uses the least amount of energy? (*compare*)** - **Which two areas use the same amount of energy?** - **What percent of the energy did Eastern Europe consume?** - **Which area consumes 4% of the world's energy?**	• Transparency Pie Charts (T-1)	

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Following Up	• Now we're going to look at specific uses of energy in Worksheet #1. Pass out worksheets for individuals to complete. • Teacher circulates to evaluate all papers and help those who need it. Teacher Note: As students finish, ask them to come up and write the answers on the overhead projector, but cover the answers until everyone is ready to review in class.	• Worksheet #1	
Applying	• Ask students how they budget their money. • List a maximum of 6 topics (rent and utilities, food, clothes, transportation, and savings are possible answers) on the board. • Ask questions such as the following as a preparation for Worksheet #2: - **What percent of your income do you spend on rent and utilities?** - **What percent do you spend on food? etc.** • Hand out Pie Charts 2 Worksheet #2 and ask students to form pairs. Each student will complete the worksheet and then discuss the questions with their partners. • Teacher will circulate to help in the completion of Worksheet #2. As many pairs as possible should be evaluated for correctness. If time permits, several students can come to the board and draw their circles. File all worksheets.	• Worksheet #2	

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Evaluating	• Ask students to fill in Feedback Forms on the back of Worksheet #2. Collect and file.	• Feedback Form	

Prose Module: Magazine 3

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Focusing	• Teacher asks several students: - **What kind of telephone do you have?** - **Why did you buy that kind?** - **What features does it have?** - **If your telephone broke, what kind would you buy?** - **How would you choose a new telephone?** • Today we are going to look at a special kind of magazine. It's called *Consumer Reports*. - **Has anyone ever heard of *Consumer Reports*?** - **What kind of information can you find in it?** - **If you wanted a new telephone, what kind of information do you think you could find in *Consumer Reports*?**		

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Presenting	• On the chalkboard list the features of an old phone versus features you'd like to have in a new phone. OLD PHONE NEW PHONES • Where can you find information that will help you get the most features for the least amount of money? • Pass out article "Telephones" • Ask a student to read the first two paragraphs. - Explain vocabulary as you go along (spaces are provided for students to write). - **Does your telephone have "memory?"** - **Is it easy to use?** • This page talks all about important features of a phone. GET MAIN IDEA. - Have a student read each paragraph on page 1. - Have other students explain each paragraph.	• Article "Telephones"	

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Following Up	• Hand out Worksheet #1; ask students to do Part 1. • Help students, but review quickly so the lesson may continue. • Read the Recommendations on page 2. - Discuss each model briefly with vocabulary. Ask several students: - **Which one is the best for you?** • Ask students to read each paragraph and discuss the meaning of each feature. Ask: - **Who has that feature on their phone?** - **Is there a phone in the recommendations with that?**	• Worksheet #1 Part 1	
Applying	• Ask students to do Part 2 of Worksheet #2. • Review and ask several students to read their phone choices. • If time permits, explain the Ratings chart. If you don't have time, use it for another lesson after the study!	• Worksheet #1 Part 2	
Evaluating	• Have students respond to written feedback prompts; collect feedback and completed worksheets; read and file.	• Feedback Forms	

Prose Module: Textbooks 4

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Focusing	• Put the transparency for Textbooks 4 Visual #1 on the overhead projector and ask students if they know the difference between chronological organization and conceptual (or topical) organization of information presented in textbooks. Have students explain their understanding of the visual or to provide their own examples to explain; help make clear the distinction, if necessary.	• Transparency of Visual #1	3-5 min.

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Presenting	• Ask students if they know of ways--other than chronological--to organize concepts or topics in a text. - Help them by asking how many different ways they could organize a shopping list for the supermarket, e.g., alphabetical and from more important to less important. Have students list their ideas for topic organization on the chalkboard. - Add, unless students do, **similarities and differences** (comparison and contrast), from **general to specific** (or specific to general--the main point here is that students be familiar with the notion of a general or main idea and specific information or ideas that illustrate or support the general idea). - Ask students to explain their understanding of these types of organization. Help students understand the terms compare and contrast in relation to similarities and differences. • Give students Textbooks 4 Visual #2 and have them read it in 3 to 5 minutes. - Then lead a discussion of the paragraph by asking students if things were compared and contrasted and, if so, what? - Give them another couple of minutes to read the paragraph, if necessary, and lead a class discussion of some of the vocabulary that was unknown to some student. Have students use the context to get meaning and to explain the meanings to each other.	• Visual #2 Handout	25-30 min.

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Presenting (Continued)	• Place the transparency for Textbooks 4 Visual #3 on the overhead projector and ask students to compare and contrast colds and influenza by going to the overhead projector and filling in the empty boxes with yes or no. • Give students Textbooks 4 Visual #4 and have them read only paragraph #1. Give them about 2 to 3 minutes. Ask them if the organization of information was the same as the paragraph on colds and influenza. If they say yes, ask them: - **What was compared?** - **What kind of organization it has and to explain.** If no one says general to specific, ask them: - **Is general to specific a possibility?** - **Ask students to state what the paragraph is about in one word and to support their answer.** - **What does the paragraph say about the one-word topic?** The topic is the general or main idea and the other ideas give specific information about the general idea.	• Transparency of Visual #3 • Visual #4 Handout	
Following Up	• Give students 20 to 30 seconds to read the title and the first sentence of each of the two paragraphs (#2). • Ask students to explain what they think the paragraph is about, but do not comment on their ideas; help them only with any vocabulary items they may ask about.	• Visual #4 (already given to students in the PRESENTING section of this lesson)	2-3 min.

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Applying	• Have students read the entire passage and respond to Worksheet #1. • Instructor circulates to observe and help individuals. • Instructor puts transparency of Worksheet #1 on overhead and leads discussion of the passage and the worksheet.	• Worksheet #1 • Transparency of Worksheet #1	
Evaluating	• Have students respond to written feedback prompts; collect feedback and completed worksheet; read and file.	• Feedback Forms	3-5 min.

Documents Module: Nested Lists

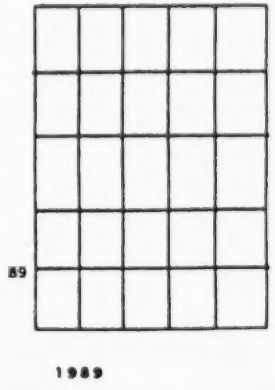
LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Focusing	• Ask students if they think men generally live longer than women. Then ask them how long they think men and women each tend to live in both their countries and in the United States. Ask if they think life expectancy is greater now than it was ten years ago. • Ask them to explain their opinions.		3-5 min.
Presenting	• Put transparency of Nested Lists Visual #1 on overhead. • Ask students questions and to complete tasks similar to those in the presentation of Combined Lists lessons in order to: a) ***locate*** **[e.g., circle the title, underline column headings and check names of rows].** b) ***connect*** **[What was the life expectancy of females in 1940?].** c) ***recycle*** **[Same question as above, but for 1950, 1960, etc.]** d) ***compare information*** **[e.g., When did life expectancy reach more than 70 years for each group in the chart? Which group tends to live the longest?]** **Teacher Note: This part of the lesson may go quickly since a nested list is so similar to a combined list.** • Also ask students what possible explanations exist for the different life expectancy figures among the groups listed in the lists and why life expectancy appears to be lengthening. Give students a copy of Nested Lists Visual #1 to keep.	• Transparency of Nested Lists Visual #1 • Nested Lists Visual #1 Handout	15-20 min.

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Following Up	• Put transparency of Nested Lists Visual #2 on overhead projector and ask students to briefly describe the list. • Ask students to work individually to respond to Nested Lists Worksheet #1. Give students copies of Nested Lists Visual #2 to keep. • Instructor circulates to observe and assist individuals. • Put transparency of Nested Lists Visual #2 on overhead once more and lead discussion of Nested Lists Worksheet #1.	• Transparency of Nested Lists Visual #2 • Nested Lists Worksheet #1 • Nested Lists Visual #2 Handout	15-25 min.
Applying	• Tell students that the kind of list studied in this lesson could be useful to make a weekly schedule or make a "to do" list for an individual or for a family. This kind of list could be placed on one's refrigerator. • Put transparency for Nested Lists Worksheet #2 on overhead projector and have students describe the format of the list and how they might fill it in. • Give students copies of Nested Lists Worksheet #2 and have them fill in the list according to their own or their family's schedule or "to-do" list. • Instructor circulates to observe and assist individuals.	• Transparency for Nested Lists Worksheet #2 • Nested Lists Worksheet #2	20-25 min.
Evaluating	• Have students respond to written feedback prompts; collect feedback and completed worksheets; read and file.	• Feedback Forms	3-5 min.

Prose Module: Short Story 6

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Focusing	Teacher Note: This short story lesson requires a tape player for use in the PRESENTING Section. • Display the vocabulary section of Transparency #1 (T-1). Show the first word only: a) **blunder**. Ask students if they've ever made a blunder? • Listen for responses then show the definition. Read it aloud. • Do the same for each vocabulary word, first showing the word, then asking the appropriate question: a) **harmony** -- What does it mean to live in harmony? b) **liberate** -- To liberate means to _____? c) **innate** -- If someone has an innate talent, it means that they _____. • Tell students that these are a few of the vocabulary words that they will encounter in their short story lesson today.	• Tape Player • Transparency #1 (T-1)	

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Presenting	• Distribute copies of the Short Story Handout #1. • Share with students that this short story is taken from the novel, THE TEMPLE OF MY FAMILIAR, written by author, Alice Walker. • Students are to follow along silently with the taped reading of the excerpt. Start the tape. • At the end of the reading, ask students to restate the names of characters that were read. • Have students circle those named. • Ask the students to share one or two important ideas from the story. • Find the sentence that captures this idea and underline it.	• Short Story 6 Handout #1 • Short Story 6 Cassette	
Following Up	• Pass out Worksheet #1. Review the worksheet with class. Ask them to complete it individually. Instructor should circulate throughout the class, assisting, encouraging and facilitating as necessary. • Review with whole group using T-1.	• Worksheet #1 • Transparency T-1	
Applying	• Distribute Worksheet #2. Have students work in pairs to find the answers. Each should complete their own worksheet, which upon completion will be turned in for review.	• Worksheet #2	
Evaluating	• Handout Student Feedback Forms. Allow time for completion then collect and file.	• Feedback Forms	

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Focusing	• Solicit responses to the following questions: - **How many people own their own houses?** - **How many people would like to own their own houses?** - **Do you think houses are cheaper or more expensive than they were ten years ago?** - **What do you think is happening now in the housing market?** • Today we are going to look at a graph that shows the changes in the cost of a house over the last five years. Then we'll look at other graphs similar to it. They are all called line graphs.		
Presenting	• Let's begin by plotting our own graph of the following information: - Ask students to take notes; write the following list on the board: Average cost of a house: 1989-1993 1989 $90,000 1990 $92,000 1991 $91,000 1992 $90,000 1993 $89,000 • Now, let's quickly draw a **grid** with five lines up and five across like this: (see grid to the right). Teacher note: (It doesn't have to be perfect!)	(draw about 2'x3')  	

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Presenting (Continued)	• Look at the list of years and the list of thousands of dollars. - **Should we write the years to the left or at the bottom of the graph?** - **Who would like to come to the board and write the years?** • **To class: Where should we write the years?** Have the student write the years. The years are represented by the lines not the spaces, so we should all draw the years below the lines on our papers. • **Where should we write the thousands of dollars? What kind of divisions should we use?** We have only 5 lines so we have to decide what we are going to write on the lines. • Let's start with 89. Remember, that means thousands. - **What should be the next division?** Let's write 90 on the second line from the bottom on the left. (The next line 91 and so on up to the top). • Now that our numbering is completed, let's review: - **What does 89 mean?** - **Should we write the words "thousands" somewhere so that everyone will know what we mean? Where?**		

LESSON SEGMENT	ACTIVITIES	MATERIAL	TIME
Presenting (Continued)	• An average house cost 90 thousand dollars in 1989. - **How can I show that on the graph?** "Right," we're going to use dots to show the place where the money and the years meet. • Ask a volunteer to come up and draw dots at the correct points while asking the class: - **How much did an average house cost in 1990?** - **Where should (volunteer's name) draw the dot to show that? Good.** Repeat sequence for all years. Use the word "plot" where possible. • **Now that we have all the years listed, how can we show that they are related?** "Right," we draw a line from one dot to another and connect all the dots. • Let's look at the line graph we've drawn and make some observations: - **What was the highest average price of a house? (*compare*)** - **In which year was that the highest price? (*locate*)** - **What was the lowest price paid for a house?** - **In which year?** - **Why do you think prices of houses went down recently? (*generate*)**		